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ABSTRACT

Designed as a discussion guide for administrators and school board members, this paper deals with the issue of "fair process" for school administrators. Fair process is defined as the right to be supplied with fair notice, probable causes, opportunity for improvement, and right to appeal prior to dismissal, nonrenewal, or demotion. The first chapter discusses the policies and procedures needed for administrator evaluation. Chapter 2 presents a wide variety of possible procedures for transfer, demotion, and dismissal of administrators. Chapter 3 deals with how to build the open and trusting relationships among board members and administrators that are the necessary foundations for all procedures. A lengthy appendix provides examples of policies, evaluation instruments, and fair process procedures used in Colorado school districts. (Author/JM)

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ADMINISTRATOR EVALUATION, REASSIGNMENT, NON-RENEWAL, DEMOTION AND DISMISSAL

Guidelines for a Fair Process

Colorado Association of School Executives

June, 1982

EA 014 830

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PREAMBLE

Why this document?

In 1980, the Coordinating Council created an Ad Hoc Committee to develop a document that addressed the issue of fair process for administrators. From the beginning, the Committee set, as its goal, the development of a document that would apply to all administrators, building level to central office. The Committee also determined that any document it produced had to serve as a discussion guide for the administrators in both large and small districts. Thus, it quickly rejected any attempt to write a "model policy" ostensibly applicable to all districts.

The Committee has been guided by one over-riding principle—"what is fair". While some may disagree with some of the statements in this document, all CASE members should understand one thing: this document represents a concensus of Committee members and department boards representing all of our umbrella. Their concensus grew out of protracted dialogue and soul searching. There will be those who say this document goes too far; there will be those who say it doesn't go far enough. But we are an umbrella association and this document is seen by the Committee, each department board and the Coordinating Council as an in-district discussion document that will continue to enhance the management team and our umbrella.

A definition of fair process

The CASE Coordinating Council developed and adopted the following definition of fair process which guided the work of the Fair Process Committee:

> "A procedure by which a supervisor/subordinate shall have a right to fair notice, to be informed of probable causes, the opportunity for a period of improvement, and a fair hearing with right to appeal prior to disinissal/non-renewal or demotion."

What is a minimum fair process?

The above definition represents the parts of a fair process. The Coordinating Council and the Fair Process Committee believe that as a minimum, however, every Colorado administrator, from assistant principal to superintendent, has a right to the following:

1. a clearly stated job description;
2. a set of annually determined performance tasks/objectives, complete with timelines;
3. an annual performance conference; if the performance conference identifies problem areas or deficiencies, then written suggestions for improvement and a fair time period to improve;
4. when reassignment, reduction-in-force or lateral transfer is intended, then
   a) prior notice and
   b) an opportunity for a private conference with the recommending supervisor prior to board action/transfer.
5. when non-renewal, demotion or dismissal is contemplated then:
   a) timely notice in writing, with a statement of deficiencies and needed improvements;*

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*The Coordinating Council and the Fair Process Committee recognize that there are some districts in Colorado that treat the first several years of administrative assignment as probationary. In those districts, a) above and d) to follow may represent steps more formal and extended than local practice has allowed. In

b) a fair period for improvement;
c) prior to recommendation to the board of directors and, if requested, a fair administrative hearing;
d) when requested, a confidential hearing with the board of directors.*

What is in this document?

There are three chapters plus an Appendix in this document. Each chapter addresses an essential element of an overall communications process for a healthy, functioning management team. The Appendix provides examples of policies and practices existing in Colorado today. Hopefully, these policies/practices will provide practical examples to administrators seeking board action.

Chapter I speaks to the absolute need for all districts to adopt policies and establish procedures for administrator evaluation. The Appendix contains some examples of processes currently in use.

Chapter II suggests a wide variety of actions which boards and administrators might implement to ensure fair, common sense and professional procedures to transfer, demote and dismiss administrative personnel. It recognizes that these procedures are impacted by the individual district's involvement with declining enrollment (and resulting reductions-in-force), affirmative action programs, and existing policies on seniority.

Chapter III suggests a number of proven practices to build and maintain open, honest and trusting relationships between and among board members and administrators within school districts. Most of these involve personal, face-to-face communication opportunities. It suggests that, after all, unless there is openness, honesty and trust between a school board and its' administration, the best of policies and procedures are for naught.

How to use this document

It is anticipated that this document will be used by CASE members in the school districts in Colorado to consider these sensitive issues together. What impact it has will vary from district to district. It's intent, however, is to see that after these issues are addressed together, school board and administrator teams are strengthened.

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*.....those instances where the first several years of an administrative assignment is treated as probationary, such practice should be stated in board policy and/or in the contract with the administrator.

One of the purposes of this fair process document is to encourage the adoption of administrator evaluation systems that will both improve administrator performance and be viewed, by administrators, as fair. Evaluation must begin with a clear set of job/position expectations and performance goals. Without mutually and annually set performance goals, an administrator is left to develop and implement his/her own goals. While that may appear the optimum in individual administrator discretion, it leaves the administrator wide open to after-the-fact second guessing and criticism by an evaluating superior.

Evaluation in general

An effective administrator performance evaluation system contributes to positive working relationships among the members of the board of education, the central staff and building administrators, by clarifying and accommodating the responsibilities of the board with the professional needs of administrators. To accommodate the responsibilities of the board of education, an effective evaluation system –

- Assures that board policies and programs are carried out as intended.
- Clarifies the duties and responsibilities assigned to administrators.
- Improves the overall quality of administration in the district.

To accommodate the professional needs of administrators, an effective evaluation system –

- Identifies and reinforces strengths in an administrator's performance.
- Identifies and assists in the elimination of weaknesses in an administrator's performance.
- Directs the administrator into appropriate areas of professional growth.
- Provides the administrator with ample warning and assistance prior to demotion or termination.

According to Redfern, there are six basic components that are essential in a performance objectives-oriented evaluation program. (1)

1. Responsibility Criteria—Duties and responsibilities required in the performance of an assignment are known and indicated.
2. Identification of Improvement Needs—Using responsibility criteria, the evaluatee and the evaluator identify the status of the evaluatee's current performance. Objectives and action plans are developed based on identified needs.
3. Set Objectives and Action Plans—Objectives and action plans are the means to achieve desired outcomes determined by the evaluation process.
4. Carry Out Action Plans—The evaluator must monitor the evaluatee's performance to collect data and information that relate to the objectives being pursued.
5. Assess Results—This step will include assessment by the evaluator, self-assessment and, in some cases, assessment by more than one evaluator (colleaguial assessment).
6. Discuss Results—Both the evaluator and evaluatee have an opportunity to discuss the perceived results.

These six steps recommended by Redfern for inclusion in a model evaluation process provide one way of ensuring open communications and delineation of performance expectations. This model would, if appropriately developed, guarantee reasonable professional and personal rights.

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(1) Redfern, George B., ***Evaluating Teachers and Administrators: A Performance Objectives Approach***, Westview Press, Boulder, Colorado, 1980.

Superintendent evaluation

Due to the unique characteristics of the superintendency, a few thoughts on the evaluation of the superintendent seem appropriate. As was previously noted, evaluation can be designed for improvement of the educational system. This statement is certainly true when applied to the process for evaluating the superintendent. If improvement of the educational system is the primary goal, the process becomes less of a report on what the superintendent did or did not do and more a developmental plan leading to improvement in programs and performance.

The following "Joint AASA-NSBA Statement on Superintendents' Evaluation" is intended to provide a foundation for evaluating the superintendent. (1)

"Though individual school board members have many opportunities to observe and evaluate a superintendent's performance, it is clear that such informal evaluations cannot provide the board with a complete picture of the superintendent's effectiveness in carrying out his (her) complex job. Regular, formal evaluations offer boards the best means of assessing their chief administrator's total performance. Conducted properly, they benefit the instructional program of the school district by:

- enhancing the chief administrator's effectiveness
- assuring the board that its policies are being carried out
- clarifying, for the superintendent and individual board members, the responsibilities the board relies on the superintendent to fulfill
- strengthening the working relationship between the board and superintendent

To gain these benefits, boards must commit themselves to the belief that all individuals can improve if given the opportunity to do so. This commitment should take the form of a written policy which:

- makes explicit the board's belief that evaluations should be constructive experiences to enhance performance.
- assures the superintendent that he (she) will know the standards against which he (she) will be evalated, and will be involved in their development.
- asks, before the board as a whole evaluates the superintendent, that individual board members and the superintendent measure the chief administrator's performance against the agreed upon standards.
- schedules the board as a whole to review all evaluations of the superintendent's performance at regular intervals—at least once a year before discussing renewal of the superintendent's contract, and preferably half-way through the school year as well, so the superintendent can receive guidance in areas where need is seen for improvement.
- specifies that the board's evaluation will occur at a scheduled time and place, with no other items on the agenda, at a study or executive session with all board members and the superintendent present.
- requires the board's evaluation to include discussions of both strengths and weaknesses, but stipulates that each judgment be supported by as much rationale and objective evidence as possible.
- states that evaluation results will be used by the board and superintendent as they cooperatively set job targets by which the superintendent's performance will be measured in the ensuing year; results also may be used as the basis for planning a program of professional development.

The policy also may invite the superintendent to request an evaluation of the board's own performance if the executive believes such a session would help clarify his (her) role."

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(1) ***Evaluating the Superintendent***, American Association of School Administrators, Arlington, Virginia, 1980.

Chapter II: Reduction in Force, Transfers, Demotions and Dismissals

When authorized by a board of directors, decisions regarding reduction in force, reassignment, and the lateral transfers of subordinates are certainly within the scope of a supervisor's managerial prerogative. Common sense dictates, however, that courtesy, proper communication, notification and an opportunity for a conference/administrative hearing are basic prerequisites prior to a final decision.

Non-renewal, demotion or dismissal of an administrator merits a thorough explanation and documentation of facts related to the proposed action. If the personnel decision is allegedly based on unsatisfactory performance, then the following rights should be or should have been provided:

1. The right to a full and impartial evaluation of professional performance on a regular basis;
2. The right to constructive counseling on a regular and consistent basis;
3. The right to be furnished reasons in cases of dismissal, demotion or non-renewal as an administrator; and
4. The right to a fair, but private hearing before the school board prior to dismissal, demotion or non-renewal as an administrator.

The following set of practices are presented to provide guidelines for supervisors considering the non-renewal or dismissal of an administrator.

Do's for Non-Renewal or Dismissal

1. Do keep an original copy of all evaluations that have been reviewed by the administrator.
2. Do establish and participate in ongoing dialogue and communication with administrators.
3. Do be aware of successes and limitations of administrators as perceived by the constituency.
4. Do provide, in writing, notice of unsatisfactory performance; discuss the evaluation with the administrator and provide him/her with a realistic time period for improvement.
5. Do inform the administrator of impending action in a timely fashion.
6. Do provide for administrative hearing and review prior to recommendation to the board of education.
7. Do provide for a private hearing with the board, if a hearing is requested.
8. Do be aware that an administrator may request a review of the action by an outside agency.*

An Alternative To A Board Policy—Multiple Year Contracts

An alternative to an administrator fair process policy may be multi-year contracts. Such multi-year contracts would be for three or more years and would follow one of two options.

Option 1: Three-year contract with annual review followed by formal board action.

After proven administrative performance for a period of not less than two years, the administrator would be issued a three-year contract, subject to annual review/extension. The administrator and his immediate supervisor would identify and agree upon several management objectives to be carried out during the ensuing year and review the job description to clarify ongoing contractual expectations. Periodic reviews of progress would be agreed upon by administrator and supervisor.

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*The Colorado Association of School Executives' policy on requests for an Association review require a formal written request followed by a preliminary review. Formal, on-site reviews by a Professional Assistance Team require joint agreement by the Chairman of the Professional Assistance Committee and CASE's Executive Director, aided by the Association's legal counsel when needed.

Approximately one month prior to the annual anniversary date of the contract, the supervisor would prepare and review with the administrator, a written evaluation of performance. This evaluation would be submitted to the superintendent, who would then make a recommendation to the board.

The recommendation and subsequent board action might be:

a. Commend the administrator; declare the three-year contract extended by one year; and direct the immediate supervisor and administrator to update objectives.
b. Review questionable evaluation; take no action on contract extension, but ask the superintendent and the immediate supervisor to identify weaknesses and prescribe corrective measures, along with establishment of specific review sessions.
c. Make a determination that adequate opportunities have been afforded and appropriate counsel given, to remediate deficiencies; take steps to reassign the administrator.
d. In extreme situations, take steps to dismiss the individual, citing incompetence, insubordination, immorality, or other good and just cause.

Option 2: Three-year contract with annual review, but no extension until year three.

As above, an administrator would receive a three-year contract and annual reviews would be conducted. Board action at the end of years one and two, however, would merely be to receive the report and direct the establishment or update of objectives, or to proceed as in b, c, or d, above. At the end of a satisfactory three-year contract, the board would offer a new three-year contract.

Administrator responsibilities

Some board members and superintendents might be wondering, at this point, whether administrators have any responsibilities to the district. The answer clearly is, "yes". A school district can reasonably expect from an administrator, a commitment to the assigned position, to ongoing professional renewal and to our Association's Code of Ethics.

Professional associations have a responsibility that goes beyond "protecting" individual administrators. That responsibility is to provide and support professional development, the maintenance of high professional standards and adherence to professional ethics. This Association will not assist administrators who do not adhere to our Code of Ethics.

Chapter III: Building and Maintaining Trusting Relationships

The previous chapters have outlined some models and some do's and don'ts. Such practices, procedures, policies, and survey/evaluation instruments are worth little or nothing unless good human relations exist within the school district. The inter-actions between the school board, superintendent and other administrative personnel should be characterized as open, honest and trusting. If they are, written procedures and policies will maintain and enhance openness, honesty and trust. If they are not, the best of written procedures and policies will be ineffective.

What follows is a listing of some proven practices to develop open, honest and trusting relationships. The listings are neither in rank order nor all-inclusive. They are, however, all proven to work successfully. They require of the participants, a commitment to wanting to work together as a board/superintendent/administrative team.

- *Regular and special meetings of the board of education*

  Members of the administration might be encouraged to attend meetings of the board of education. The superintendent can schedule before-the-board appearances of fellow administrators, so face-to-face communication can take place. Such actions should reinforce to the board that they have working for them and with them, a united administrative team.

- *Phone calls between and among board members, the superintendent and members of the administrative team*

  Phone calls received from any of the above should be promptly answered as high priority. Board members might be encouraged to directly call other members of the administrative team, including building principals. Under certain conditions, superintendents might encourage principals to do likewise. This direct, voice-to-voice communication only works well if all parties trust each other.

- *Phone call board members immediately when something "big" occurs*

  Unfortunately, no fast rule exists as to what is or is not "big". Each superintendent or administrator must decide for him/herself, depending on experience and locale. "Big" occurences might include the decision to close school because of snow; a bus driver sick-in stranding pupils; an assault on or by an employee. The board, however, should be among the first to hear, not the last. Being informed when something "big" occurs helps the board members' credibility with the public—his/her constituency.

- *Regular, routine mailings to the board*

  The superintendent might, on a regular basis, mail selected material which has crossed his/her desk to all board members. These mailings might include information he/she has received or requested from individual schools. Board members might receive mailings directly from the school, with copies to the superintendent.

- *Regular, annual board/superintendent evaluations*

  At least annually, the entire board and superintendent should schedule a time to discuss together their working relationship. Does the board, individually and collectively, feel sufficiently well-informed? Does the superintendent feel likewise? Suggestions for improvement should be made to one another. If relationships are strained, perhaps a qualified third party can be of assistance.

- *Set periodic "study sessions" to discuss together, in-depth long range planning for the district*

  These "study sessions" may be a regular or special meeting of the board and include some or all members of the administration. "Study sessions" may be held away from the district, e.g., prior to a state conference. They must, of course, be open to the public and press should they decide to attend.

- *Encourage board member and administrator attendance at professional conferences*

  Board members and administrators attending professional conferences together might be encouraged. They learn together and place in better perspective where they are or are not, compared to districts elsewhere.

- *Encourage get-togethers on a purely social level*

  Deliberately scheduling opportunities for social inter-action might be encouraged. Often in a relaxed, away-from-the work-place atmosphere, some important issues are more easily surfaced. Schedule a meeting of the board, superintendent, and all or a selected sub-group (e.g., elementary principals) of the administrators at 4:00 p.m., with a social hour and supper later in the evening. It may be structured with discussion items solicited from participants; it may be totally unstructured, with one topic simply leading to another.

All of the above are used regularly by some school districts in Colorado. Each has in common the attempt to enhance direct communication between and among board members, superintendents and other administrators. Where these practices are in effect, these persons know each other better and, more often than not, this builds and maintains open, honest and trusting relationships.

Due to the busy schedules of administrators, there is a temptation to concern ourselves only with the mechanisms of communicating. The pitfall with this approach is that communication doesn't take place in a vacuum, but is related to ourselves, our positions and our relations with those about us.

The individual's view of life affects how any message may be received, interpreted and his/her response. If, for example, a superintendent wishes to communicate with the district's building administrators, the general climate will determine how the message is received. A thorough analysis of the general climate and morale of the intended audience is important for effective communication.

Morale, as defined by Ordway Tead, is "that attitude which results from the mobilizing of energy, interest, and initiative in the enthusiastic and effective pursuit of a group's purposes." (1)

Superintendent-administrator relationships

Any superintendent wishing to enhance his/her relationship and communication with building principals and other administrators, should consider the following factors that affect morale and hence the climate for communication:

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(1) Tead, Ordway, ***Human Nature and Management***, Page 173

1. It is important that a superintendent show an interest in the administrator's work and problems. If the superintendent seems unconcerned for an administrator's work, or for their needs and achievements, morale will be low and communication difficult.

2. If a superintendent is willing to listen to an administrator's suggestions and problems, and provides for upward communication on both a formal and an informal basis, communication will be enhanced.

3. As previously mentioned, the social environment of an organization is important to the total health of the organization and its personnel. William Foote White stated the importance of social environment as follows: "If it is not a good place to make friends, then it will not be considered a good place to work." (1) A superintendent must be careful not to neglect the social needs of administrators.

4. Principals often find themselves in the middle between faculty on the one hand, and superintendents and boards on the other. Principals need to be accepted by the superintendent as a valued member of an administrative team. They need to feel that what they are doing is important and worthwhile, and that their superintendent is approachable and understanding.

5. If a superintendent believes he/she is communicating by "telling" members of the administrative team about complex and involved issues, problems, procedures, and policies, a mistake in judgement has been made. Administrators want to participate in making decisions that directly affect their areas of special competence and that affect their working conditions. Positive morale developes when administrators are allowed to participate.

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(1) White, William Foote, ***Human Relations in the Restaurant Industry***, McGraw-Hill Book Company, 1948, Page 211.

Summary

A closing suggestion or two. It is better to over-communicate with one another than to under-communicate. Board members, superintendents and other administrators can each decide for themselves what information to keep and what to discard.

Second, boards, superintendents and other administrators should each attempt to avoid "surprising" each other on matters of policy and procedure. Their efforts should be to constantly educate one another, develop and focus on common goals to improve the district, and convey to the staff, students and community, the image of a united, purposeful team.

Third, boards, superintendents and other administrators need to discuss and agree on what their role functions are when it comes to developing and implementing policies and procedures. Although boards are to set policy and administrators are to develop procedures to carry out policy, it is not totally practical to separate the two. Superintendents and other administrators have a professional responsibility to recommend new policies or changes to existing policies if they appear to be needed. Further, inasmuch as board members more often receive complaints from the public about administrative procedures rather than board policy, the board should be informed about, or involved in, developing and implementing procedure. This is especially true on sensitive community issues.

It is hoped that by now, the reader—be he/she a board member, superintendent or other administrator—has found a new idea or two for trial in their district. The intent of all the above is to build and maintain more open, more honest and more trusting relationships between these people so vital to bringing quality education to Colorado's children and youth. That is, after all, the true bottom line.

Appendix A

Board Policy on Administrative Evaluation

ADMINISTRATOR EVALUATION/CONTRACT EXTENSION

OR

PERIODIC REVIEW OF EMPLOYMENT STATUS

In keeping with the lines of authority established by Board Policy for _____ School District, it shall be the responsibility of the immediate supervisor of each administrator to supervise, direct, and carry out periodic evaluations of performance. Included in this supervision shall be periodic reviews that provide suggestions/recommendations for improvement. Annually, it shall be the specific responsibility of the immediate supervisor to review the performance of the administrator, and to recommend renewal, contractual extension, or non-renewal of the contract. Evaluations of performance shall be an ongoing process, but written documented performance evaluation based upon the essential factors of job descriptions and mutually agreed upon performance objectives, shall be reduced to writing, mutually discussed, and submitted by the immediate Supervisor to the Superintendent of Schools prior to _____ (date). The Superintendent shall review the recommendations; carry out any discussions or investigations that he may deem necessary; and forward his recommendation to the Board of Education by _____ (date).

Appendix B

Leadership Appraisal
St. Vrain Valley Public Schools

I. *Purpose of Leadership Appraisal*

There are many reasons for the District to have a leadership appraisal system. Some of the reasons are listed below:

A. Provide a method for improving leadership within the District in directions that can be expected to increase the quality of services for the students.

B. Provide a system for coordinating District-wide program changes among administrators and supervisors. The leadership appraisal system can be an instrument for setting organizational priorities which will be made known to administrators by their supervisors.

C. Provide a formal system which encourages communication related to leadership duties and responsibilities among administrators and their supervisors.

II. *Persons Responsible for Leadership Appraisal*

A. Administrators (includes assistant principals) other than principals. The organizational chart reflects the lines of supervisory responsibility within the District. Each administrator will be appraised by the person who has primary supervisory responsibility, as reflected by the organizational chart (Appendix A).

B. Principals. The Superintendent will assign appraisal responsibility for principals to the Assistant Superintendents and to the Directors.

III. *Elements of Leadership Appraisal*

A. Job Description. The job description for each leadership position will be the basic instrument for performance appraisal.

1. The first activity in the appraisal process will be a self-appraisal by the administrator. The self-appraisal will then be discussed with the administrator who has been assigned the responsibility of the formal appraisal. A recommended form (Appendix B) for self-appraisal by principals is attached; however, the evaluator and evaluatee may agree on an alternate form.

2. The job descriptions for administrators are contained in the District's Leadership Manual and can be a guide for self-appraisal.

B. Management by Objectives

1. Each administrator is requested to establish objectives which will receive special efforts during the appraisal year. The objectives should address responsibility areas in which there is a need for special consideration or special efforts.

2. There should be no more objectives established than the administrator who is being evaluated can be expected to accommodate. The number of objectives developed will depend on how difficult the accomplishment of the objectives will be. It is suggested that each administrator set from four to six objectives.

As required by the District's Affirmative Action Plan, one of these objectives must deal with the subject of affirmative action.

3. There should be some method or plan submitted with each objective which will outline how the accomplishment of the objective will be determined. The method for determining results should be measurable. Possible approaches for measuring success in accomplishing objectives could be one of the following:

   a. When presenting the objectives, a number of activities should be listed. The activities, if appropriate and when completed, could be assumed to mean that the objective has been accomplished.

   b. And/or, when presenting the objective, list some procedures for measuring the accomplishment of the objective in terms of survey results or test scores.

   c. And/or, when presenting the objective, list combination of activities and procedures for surveying results which would be a combination of a. and b. above.

4. Dates for working through the objectives should be established. Normally there should not be much flexibility allowed in following the dates; however, when special problems develop, the evaluator can agree to extending the dates.

5. The setting of objectives and approaches for assessing accomplishment of the objectives should be, as much as possible, by mutual agreement between the evaluator and evaluatee. The evaluator, however, can require the establishment of certain objectives or assessment strategies, if in the opinion of the evaluator, such action is appropriate.

6. Suggested forms for the developing and measuring the accomplishment of objectives are attached (Appendix C).

C. Semi-Annual Report

1. There will be a semi-annual conference involving the evaluator and evaluatee by March 1 of each year. The purpose of the conference will be to determine what has been accomplished related to the job and plan for appraisal by the identified date. Consideration should be given to appraisals which are related to the job description and the objectives.

2. A report which reflects on the discussion will be prepared by the evaluator and evaluatee and submitted to the Personnel Office by March 5.

3. The report of the semi-annual conference will present the recommendation of the supervisor for re-employment as an administrator. The possible recommendations will be:

   Recommended for Renewal of Administrative Contract
   Not Recommended for Renewal of Administrative Contract

4. The form which is to be used for the semi-annual conference is attached (Appendix D). There should be no substitutions of this form.

D. Annual Report

1. There will be an annual conference involving the evaluator and evaluatee by July 1 of each year.

The purpose of the conference will be to determine what has been accomplished related to the job and plan for appraisal by the identified date. Consideration should be given to the appraisals which are related to the job description and the objectives.

2. A report which reflects on the discussion will be prepared by the evaluator. The report will be signed by the evaluator and evaluatee and submitted to the Personnel Office by July 5.

3. The form which is to be used for the annual conference is attached (Appendix D). There should be no substitutions of this form.

IV. *Schedule for Appraisal*

A. The schedule for appraisal shall include, but not necessarily be limited to, the following steps and activities:

1. By August 15. A self-appraisal will be completed and proposed objectives submitted to the supervisor who will do the annual appraisal.

2. By September 15. Evaluator and evaluatee meet and agree upon objectives and strategies for assessing accomplishment of objectives.

3. By December 1. Evaluator and evaluatee will have a conference and discuss progress toward accomplishment of objectives and other matters relating to appraisal.

4. By March 1. A semi-annual conference will be held. There will be discussion between the evaluator and evaluatee about the progress toward accomplishment of the objectives and other matters relating to appraisal. As soon after the conference as possible, the evaluator will prepare a report which will reflect on the conference using the attached form (Appendix D).

5. By April 1. Contracts for the following school year will be presented to administrators.

6. By June 30. Conferences related to the annual evaluation will be completed between the evaluator and evaluatee. The annual evaluation report (Appendix D) prepared and signed by the evaluator and evaluatee. If pay for superior performance is to be granted for the following school year, such fact should be reflected in the annual evaluation report.

V. *Review Procedure*

If an administrator feels that the annual appraisal was not appropriate, the conclusions of the evaluator can be reviewed. The following procedures outline the process that must be pursued by any administrator (except the Superintendent) who is seeking a review of the annual appraisal. Such review shall be limited to the recommended salary level for the following contract year, and shall not address any issue related to evaluator's recommendation that the administrator's administrative contract not be renewed.

Level I. Within five days after the receipt of the annual evaluation, the evaluatee will advise the evaluator in writing that the evaluatee disagrees with the annual evaluation. The evaluatee will also ***specifically*** discuss the basis for the disagreement with the annual appraisal. If the evaluatee, when discussing the disagreement, is not specific, the procedures above Level I will not be considered.

After receiving the written statement of disagreement, the evaluator must review the annual appraisal. After the appraisal has been reviewed, the evaluator will advise the evaluatee in writing of the decision within five days following request for review of the annual appraisal.

Level II. Within five days after receipt of the report of the appraisal review, and if the evaluatee is not satisfied with the review decision, the evaluatee may request the Director of Staff Relations to further review the annual appraisal. The request for review must specifically discuss the basis for disagreement between the evaluator and evaluatee.

Within ten days after receiving an appropriate request for review of an annual appraisal, the Director of Staff Relations will form a committee and schedule a conference to review the appeal. The committee will consist of one administrator selected by the evaluatee, one administrator selected by the evaluator, and one administrator selected by the Superintendent who will serve as chairperson. All of the administrators on the committee will be employees of the District. Also in attendance at the hearing will be the evaluatee and evaluator. The committee will review the annual appraisal and all supporting documents. The committee will also review the information which was provided by the evaluatee when the Level II request for review was submitted. The committee may request additional information from the evaluatee and evaluator.

Within five days of the conference, the committee will prepare a report which reflects the decision of the committee. The committee will make appropriate recommendations for sustaining the evaluator's annual appraisal or amending the appraisal. If there is disagreement among committee members, the disagreement can be specifically discussed in the report. The report from the committee will be presented to:

1. Superintendent
2. Director of Staff Relations
3. Evaluator
4. Evaluatee

Before the Superintendent makes a decision on the committee report, the Superintendent may choose to meet with one or more, or any combination of, the following:

1. Committee as a whole
2. Evaluator
3. Evaluatee
4. Evaluatee's regular supervisor if other than the evaluator

Within ten days of receiving the recommendations of the committee, the Superintendent will accept, modify, or reject the recommendations of the committee. The decision of the Superintendent shall be final.

Appendix C

ENGLEWOOD PUBLIC SCHOOLS
Englewood, Colorado

March, 1981

ADMINISTRATORS PERFORMANCE EVALUATION

I. *Position Statement*

Based on the following factors the Englewood Public School System subscribes to the desirability of evaluating the performance of its administrators:

- All personnel working in a public school setting are accountable for the services they render.
- The American Association of School Administrators advocates the evaluation of all school administrators.
- School administrators fill a leadership role in influencing the quality and effectiveness of instruction and of school management. Administrative performance is assessed as a means of producing improvement and greater efficiency.
- A characteristic of a profession is its commitment to assess the quality of its service and to improve its effectiveness through evaluation.
- The most effective school systems, schools, and staff members are those that continuously strive for more effective performance through ongoing evaluation and re-direction of effort.

II. *Purpose*

The primary purpose of evaluating administrative performance is to improve the effectiveness of the school system through the improvement of administrative performance. Additional purposes to be served through evaluation include the following:

- recognition of accomplishment leading to job satisfaction and greater motivation.
- encouragement of self-evaluation and continuing personal and professional growth.
- defining objectives and establishing priorities which provide direction for further accomplishment.
- identification of individuals who can effectively deal with added responsibility.
- identification of areas of responsibility with which individuals need additional assistance or for which they are not suited.
- providing meaningful communication between evaluators and those being evaluated.
- providing records of individual competencies and accomplishments.
- assisting in the most effective utilization of personnel.

III. ***Areas to be Evaluated***

Specific areas to be evaluated and the amount of attention to be devoted to each are determined by the nature of the responsibilities assigned to positions as defined by job descriptions. In general, however, the following areas are considered in establishing specific objectives which form the basis upon which evaluation is made. Goals and objectives ***both*** of the ***school system*** at large ***and*** of the ***department or school*** are included.

- Instruction
- Management
- Community relations and involvement
- Staff development
- Staff relations and involvement
- Personal growth

Note: See attached list of some of the components of each of these areas.

IV. ***Procedures***

1. Establishing objectives—With the beginning of each new school year, objectives of each central office department and of each school are specified in a Management by Objectives and Results plan (MBO/R). These objectives are drawn from (a) school system goals and objectives, (b) the individual school's or department's own objectives, and (c) the personal objectives of the administrator, particularly as they relate to the previous year's evaluation. The MBO/R plan is agreed upon by the administrator and his/her immediate supervisor (the evaluator), who has the responsibility for evaluating the administrator.

2. Throughout the school year the evaluator observes and discusses the performance of the administrator, particularly in terms of the MBO/R plan. Notes are maintained by the evaluator; and written comments and suggestions are provided for the administrator as necessary.

3. At the close of each school year the administrator and evaluator review together the evaluator's evaluation. By mutual agreement the evaluation may be modified. The administrator may add written comments if he/she chooses to.

4. The evaluation is signed by the evaluator and by the administrator, indicating the administrator's knowledge of the evaluation. The evaluation is then placed in the administrator's permanent personnel file in the Administration Building and a copy is given to the administrator.

V. Criteria

Criteria employed in the evaluation of accomplishments in each area include:

- How accurate and complete the data are which are used in identifying needs.
- How meaningfully objectives are developed and stated.

- How efficiently and effectively work was done in accomplishing objectives.

- How complete and reliable the data are which are used in determining degrees of accomplishment.

Levels of Competence

The following five levels of competence are used in evaluating quantity and quality of accomplishments:

- ***Outstanding*** – Unusual accomplishment both in quality and quantity. The kind of performance ***sought after and generally recognized by experts in the field*** as being exceptional.

- ***Superior*** – The quality and/or amount of accomplishment ***substantially exceeds that of most individuals*** engaged in similar kinds of work.

- ***Above Norm*** – More accomplishment and/or higher quality than typical for individuals in similar positions.

- ***Competent or Entry Level*** – Typical performance of most individuals holding similar positions in similar sets of circumstances; quality and quantity of accomplishments, in total, are typical.

- ***Unsatisfactory*** – The quality and/or quantity of work calls for either substantial and rapid improvement ***or*** a change to another assignment consistent with the individual's competencies and interests. Accomplishment is so limited as to be of little value to the school system.

VI. Sources

A variety of material was drawn from in the preparation of this document. Work from the following school systems was reviewed: San Diego, California; Portland, Oregon; Englewood, Colorado (C. Zartman, 1973); Shawnee Mission, Kansas; Greeley, Colorado; Adams County District 50, Colorado; and D.U. Bureau of Educational Research, ***The Development of a Management Evaluation Plan for Arapahoe County School District No. 1***, 1973.

Suggestions and reactions of Englewood administrators also have been taken into account.

A third source of input has been published materials and research in the areas of performance evaluation and job satisfaction.

Appendix D

Administrator Performance Review

CONFIDENTIAL

ADMINISTRATOR

Name_____ Position _____

School or Location _____ Date _____

_____ _____

Evaluating Supervisor Evaluating Supervisor's Title

I. PERSONAL CHARACTERISTICS

	Out-standing				Unsatis-factory	Not appropriate to evaluate
1. Demonstrates ability to get along with people	[5]	[4]	[3]	[2]	[1]	[0]
2. Manifests good judgement and common sense	[5]	[4]	[3]	[2]	[1]	[0]
3. Posseses ability to accept constructive criticism	[5]	[4]	[3]	[2]	[1]	[0]
4. Displays vigor, energy and enthusiasm	[5]	[4]	[3]	[2]	[1]	[0]
5. Manifests good grooming and a pleasant appearance	[5]	[4]	[3]	[2]	[1]	[0]
6. Possesses a good sense of humor	[5]	[4]	[3]	[2]	[1]	[0]
7. Understands Board's/Superintendent's philosophies	[5]	[4]	[3]	[2]	[1]	[0]
8. Gets along well with immediate Supervisor, gives him/her constructive suggestions	[5]	[4]	[3]	[2]	[1]	[0]

Comments by Evaluator _____

_____

_____

_____

_____

_____ _____

Date Signature of Supervisor

II. COMMUNICATIONS ABILITY

	Out-standing				Unsatis-factory	Not appropriate to evaluate
1. Demonstrates good listening habits that make it possible for staff members to communicate with him, though they may disagree with his point of view.	[5]	[4]	[3]	[2]	[1]	[0]
2. Communicates with students, community, and/or other administrators in an atmosphere of openness as suggested in No. 1 above.	[5]	[4]	[3]	[2]	[1]	[0]
3. Utilizes appropriate lines of communication, both upward and downward.	[5]	[4]	[3]	[2]	[1]	[0]
4. Respects confidences of superiors and subordinates.	[5]	[4]	[3]	[2]	[1]	[0]
5. Identifies subordinates' problems and provides assistance.	[5]	[4]	[3]	[2]	[1]	[0]
6. Demonstrates both verbally and non-verbally, genuine respect for all human beings regardless of color or creed.	[5]	[4]	[3]	[2]	[1]	[0]

Comments by Evaluator _____

_____

_____

_____

Conference Date _____

Evaluator _____ Position Held _____
Signature

Person being evaluated _____
Signature

III. MANAGEMENT ABILITY

	Out-standing				Unsatis-factory	Not appropriate to evaluate
1. Establishes appropriate objectives in his job assignment.	[5]	[4]	[3]	[2]	[1]	[0]
2. Develops and implements rules and procedures.	[5]	[4]	[3]	[2]	[1]	[0]
3. Makes appropriate decisions.	[5]	[4]	[3]	[2]	[1]	[0]
4. Impartial, fair, and firm in decisions relating to students and/or staff.	[5]	[4]	[3]	[2]	[1]	[0]
5. Recognizes alternative solutions to problems.	[5]	[4]	[3]	[2]	[1]	[0]
6. Carries out instruction from superiors without distortion and misinterpretation.	[5]	[4]	[3]	[2]	[1]	[0]
7. Handles emergencies responsibly and immediately.	[5]	[4]	[3]	[2]	[1]	[0]
8. Recognizes and makes use of staff leadership abilities.	[5]	[4]	[3]	[2]	[1]	[0]
9. Accepts responsibility for his own and subordinates' acts.	[5]	[4]	[3]	[2]	[1]	[0]
10. Appropriately schedules the use of time.	[5]	[4]	[3]	[2]	[1]	[0]
11. Plans and utilizes appropriately, existing space under his control.	[5]	[4]	[3]	[2]	[1]	[0]
12. Submits reports and records on time.	[5]	[4]	[3]	[2]	[1]	[0]
13. Submits accurate records and reports.	[5]	[4]	[3]	[2]	[1]	[0]
14. Manifests a team spirit and shows interest and concern for the entire system, as well as for a local department or campus.	[5]	[4]	[3]	[2]	[1]	[0]
15. Evaluates staff appropriately.	[5]	[4]	[3]	[2]	[1]	[0]

Comments by Evaluator _____

_____

_____

_____

_____

IV. CURRICULUM LEADERSHIP

	Outstanding				Unsatisfactory	Not appropriate to evaluate
1. Utilizes resource specialists in the matter of curriculum leadership, such as supervisors and department heads.	[5]	[4]	[3]	[2]	[1]	[0]
2. Investigates and experiments in curriculum change by not only analyzing the curriculum, but evaluating teacher performance and the role of the department chairmen.	[5]	[4]	[3]	[2]	[1]	[0]
3. Participates in District committees on curriculum improvement.	[5]	[4]	[3]	[2]	[1]	[0]
4. Demonstrates ability to develop curriculum and/or program.	[5]	[4]	[3]	[2]	[1]	[0]
5. Demonstrates ability to implement curriculum and/or program.	[5]	[4]	[3]	[2]	[1]	[0]

Comments by Evaluator _____

_____

_____

_____

_____

V. FINANCE AND BUDGET MATTERS

	Out-standing				Unsatis-factory	Not appropriate to evaluate
1. Demonstrates a willingness to live within the budget.	[5]	[4]	[3]	[2]	[1]	[0]
2. Relates budget to educational needs and values.	[5]	[4]	[3]	[2]	[1]	[0]
3. Prepares budget requests on time.	[5]	[4]	[3]	[2]	[1]	[0]

Comments by Evaluator _____

_____

_____

_____

_____

VI. PROFESSIONAL TECHNICAL GROWTH

1. Exhibits up-to-date knowledge of administrative or technical matters.	[5]	[4]	[3]	[2]	[1]	[0]
2. Avails himself of the opportunities for improvement by attending workshops, graduate school, and professional meetings and conferences.	[5]	[4]	[3]	[2]	[1]	[0]
3. Seeks assistance when necessary.	[5]	[4]	[3]	[2]	[1]	[0]
4. Adheres to the code of professional ethics.	[5]	[4]	[3]	[2]	[1]	[0]

Comments by Evaluator _____

_____

_____

_____

_____

VII. GENERALLY SPEAKING, the overall contribution made to the System by this Administrator is as follows:

OUTSTANDING				UNSATISFACTORY	Not appropriate to evaluate
[5]	[4]	[3]	[2]	[1]	[0]
(Makes outstanding contribution to System in this area. Compared to other administrators in the System he is in a class where none excel him)	(Makes considerable contribution to System in this area. Compared to other administrators in the System few excel him)	(Makes some contributions to System in this area. If all administrators in the System were ranked, he would fall in the middle of the distribution)	(Makes little contribution to the System. Compared to other administrators he is excelled by most of them)	(Makes no contribution to the System in this area. His performance needs immediate and dramatic improvement)	

Comments by Evaluator _____

_____

_____

_____

Comments by Administrator _____

_____

_____

_____

Signature of Evaluator _____

I have seen and discussed this evaluation with the Evaluator(s) and

CHECK ONE	CHECK ONE
I wish to appeal this appraisal	I wish to attach additional information
I do not wish to appeal this appraisal	I do not wish to attach additional information

Signature of Administrator _____

PART I

Interim Conference Report

(Completed no later than January 15th)

ADMINISTRATOR _____ Position _____

School or Location _____ Date _____

Evaluator _____ Evaluator's Position _____

The following is a report on progress towards attainment of the administrator's goals and objectives.

PART I

End of Year Conference Report

(Completed no later than June 1st)

ADMINISTRATOR _____ Position _____

School or Location _____ Date _____

Evaluator _____ Evaluator's Position _____

The following is a report to consider realization of goals, objectives and how well programs have functioned for the above administrator.

PART I

Conference Agreement on
Programs, Goals, and Objectives

ADMINISTRATOR

Name _____ Position _____

School or Location _____ Date _____

_____ _____

Evaluating Supervisor Evaluating Supervisor's Title

The following is a list of programs, goals, and objectives in priority to be considered for the _____ year in the evaluation process of the above administrator.

DIRECTIONS FOR MARKING THE EVALUATION INSTRUMENT

The Supervisor/evaluator should keep in mind the job assignment (role or job description) of the individual he is evaluating. Personality conflicts should not play a major role in evaluation.

Part I

Time	Goals/Objectives	Performance (Checklist)
No later than October 15th	Formulate Goals/Objectives Administrator/Superintendent and Evaluator	
No later than January 15th	Review Progress in reaching Goals/Objectives Administrator/Superintendent and Evaluator	Evaluate the Administrator's performance by using the Checklist and communicate same to Administrator/Superintendent (Evaluator)
No later than February 1st	Reports results to the Superintendent who in turn reports to the President of the School Board. Evaluator	Report results to Superintendent who in turn has the responsibility of reporting to the President of the School Board. (Evaluator)
No later than June 1st	Review attainment of Goals/Objectives Administrator/Superintendent and Evaluator	

The goals/objectives have been pre-determined by the Superintendent/Board. Additional goals/objectives are set by the Superintendent and School Board. The objectives should be in keeping with the Superintendent/Board mandate that: Education is the heart and core of the school. There should be four such conferences through the school year.

INSTRUCTIONS

The evaluator should make a check in the appropriate box on the five point scale. If for some reason the particular statement does not pertain to a specific administrator, mark the sixth box, "not appropriate to evaluate". Space for comment has been provided and the evaluator is encouraged to use it.

Selected sample exhibit
SOURCE: CASB

Appendix E

ENGLEWOOD SCHOOLS
Englewood, Colorado

May 18, 1982

PERFORMANCE ASSESSMENT AND SALARY PLAN FOR ADMINISTRATORS

I. Major Purposes of the Plan

This plan is designed to (1) attract and retain well qualified, effective administrators and (2) provide monetary recognition appropriate to the nature, quality, and amount of work performed.

II. Basic Premises Underlying the Plan

There are three basic premises that form the basis for the plan:

(1) Breadth and depth of a given administrative contribution to the district should be recognized monetarily.
(2) Factors relating to stress, length of work year, and breadth of preparation needed for satisfactory performance should be recognized.
(3) College credit hours earned, degrees earned, and length of service should contribute to the quality of service rendered but, in themselves, have relatively limited value to the district.

III. Special Features of the Plan

(1) Length of Work Year

The plan provides for varied work years according to the various administrative positions we have. There is some opportunity for modifying the length of the work year for a given position or administrator from year to year as the need may arise. The length of work year is closely tied to the job descriptions and the nature of work conducted by various administrators.

The number of days prescribed as the work year for an administrative position shall be the maximum number of days for the regular responsibilities of the position and shall not preclude a work year of fewer days if approved in advance by the Superintendent.

If a reduced work year is approved, a commensurate per diem reduction in compensation will be made.

The schedule of days to be worked must be approved by the Superintendent.

(2) Performance

There are three performance levels or steps for each administrative position. The first or lowest step is the "entry" step. This is the step on which individuals new to a particular assignment usually will be placed.

The administrator without prior experience in the position to which he/she is assigned ordinarily will remain on the "entry" step for two years. After two years of acceptable performance at the "entry" step, the administrator normally will be moved to the second or "satisfactory" step.

An administrator with satisfactory prior experience in the position to which he/she is assigned may be advanced to the second or "satisfactory" step after one year of acceptable performance at the "entry" step.

In the event of extraordinary prior experience or expertise in an administrative position, placement on the "entry" step may be waived by the Superintendent. In this case, the administrator normally will be placed on the second or "satisfactory" step.

The second step is designated as "satisfactory". Performance at this level indicates that the individual is doing a competent and typical job in carrying out his or her responsibilities, in relationship to most individuals in similar positions in the Denver Metro Area. The pay at this step is arrived at by applying the average annual per diem rate for a given position in metropolitan area school districts, multiplied by the number of days indicated in a work year. This step in each case places the Englewood Schools schedule at approximately the mid-point among Denver metropolitan area school districts.

The third step is "excellent", and represents performance that typically is substantially higher in quality and quantity than is true for most individuals in similar positions in the Denver Metro Area.

These three steps and the length of the work year form the basis for computing salary and fringe benefits each year.

(3) Bonus Pay

Bonus pay can be earned for significant contributions beyond "excellent" performance of the prescribed job. It can be earned only by those whose performance is determined to be "excellent" the year the bonus project is being undertaken. Usually, bonus pay is one or two "increments" above the "excellent" step. An increment is computed at $4.00 per day times the number of days in the administrator's normal work year. It can be paid in a lump sum at the close of the school year or in twelve monthly payments during the ensuing school year. Generally, bonus projects are discussed and agreed upon by the evaluator and the evaluatee at the beginning of a new work year. However, it is possible to agree to and begin a bonus project during the course of a given work year.

Examples of possible bonus projects are (1) an extended learning program (gifted and talented program), (2) producing a productive, differentiated learning plan (meeting individual differences in the classroom), (3) developing a curriculum design for utilization of computers in instruction, (4) implementing an improved teacher evaluation model, (5) producing a plan for meaningful and productive parent assistance for their children, etc. Bonus projects could be based on designing, developing, or implementing plans, or they could represent a combination of these components.

(4) Work Load ("Add-on" Assignments)

The plan provides for an "add-on" concept which enables interested and qualified administrators to assume additional responsibilities beyond their regular job descriptions and, at the same time, provide additional services to the school district that otherwise would have to be provided by additional administrative staff or outside consultants.

Assigning these "add-on" tasks to administrators already employed by the district has certain advantages. The school district gains by having administrators knowledgeable about the district undertake these tasks. Second, these assignments can contribute to the professional development of the administrator. Furthermore, these special assignments avoid the necessity of trying to add staff for work that is temporary in nature.

Written plans for "add-on" assignments must be submitted to and approved in advance by the Superintendent. Usually, "add-on" assignments are approved only when the work of the administrator involved is evaluated as "excellent".

An "add-on" assignment ordinarily is undertaken during vacation periods.

"Add-on" responsibilities will be assigned according to the needs of the district, the strengths and interests of individual administrators, and the quality of services of individual administrators. These assignments carry a per diem rate of pay and are paid for in a lump sum upon completion.

IV. Movement Within The Plan

There are five ways an administrator can increase income beyond any general improvements that may be made from time to time in the regular salary plan:

(1) By completing "Bonus" projects
(2) By assuming "Add-on" assignments beyond the usual job description
(3) By engaging in work that calls for a longer work year
(4) By advancing to higher levels of administrative responsibility
(5) By additional job-related academic preparation

V. Determining Salaries

Salaries for each school year are determined according to the position, the step, and the length of work year.

VI. Evaluation

Management skills, leadership skills, and work related to the Management by Objectives and Results (MBO/R) Plan and district priority objectives are to be thought of as a whole for the process of evaluation. A descriptive, narrative evaluation based on the three performance steps (entry, satisfactory, excellent) will be used in place of a numerical rating. A written mid-year evaluation near the conclusion of the first semester will be provided by the evaluator of each evaluatee. Final written evaluations will be completed and shared with the individuals being evaluated, no later than the close of their official work year.

Directors will share in the evaluation of field administrators and field administrators will share in the evaluation of directors, through group conferences. The evaluator in each case will invite input from other knowledgeable administrators in formulating his/her assessment of the performance of the evaluatee. The assessment of administrative performance for administrators at Levels I, II, III, and IV and the High School Principal will include input from the Superintendent and the Directors of Instruction, Business and Personnel. The assessment for assistant principals shall include input from the above, as well as from his/her principal. Similarly, central office administrators will be evaluated by the designated evaluator using input invited from field administrators familiar with the evaluatee's work. The Superintendent is formally evaluated by the Board of Education.

An administrator who is dissatisfied with the performance evaluation of his or her supervisor may ask for and be provided a review by supervisors who are acquainted with the various facets of the administrator's performance. A dissatisfied administrator ultimately may request a hearing by the Board of Education.

Administrators whose evaluations, in sum, are less than satisfactory may at the end of the ensuing year be assigned to administrative positions with less responsibility, to positions that promise to be more suited to the administrator's strengths and interests, or be released from administrative responsibilities if the evaluation has not improved.

The performance of each assessee will be evaluated on effective management and leadership relative to (1) implementation of district goals and objectives, (2) overall satisfactory completion of MBO/R's, and (3) overall compliance with Board of Education policies and administrative job descriptions. A form similar to the following will be used as a guide in the conference on assessment. In turn, notes from the MBO/R Plan and this form will be used to prepare the formal narrative evaluation summary which is filed in the Personnel Office.

WORK SHEET

Assessment of Administrator's Performance

I. Each MBO/R Objective	Evaluation Notes
.#1 .#2 .#3 etc.	
II. Other District Priorities .# .# .# etc.	
III. Compliance with Board Policies and Administrative Job Description . . .	

VII. In addition to the qualifications for teachers, administrators ordinarily must have an M.A. degree with special training in their area, a minimum of five years teaching experience, and be certified in accordance with State law. The Special Education Director must have certification in Special Education Administration.

VIII. Credit for Graduate Work

Additional increments will be granted for: the MA + 30; MA + 60; MA + 90. The additional increment is granted in September, following the completion of the work.

IX. Inservice Training Credit

Credit from an accredited college or university will be accepted for salary schedule purposes, providing the course work is reasonably related to the administrator's assignment, or to an educationally relevant degree or certification program. Both the college and the course work are subject to review and approval by the Superintendent or his designee.

Inservice courses, workshops, and seminars are provided by the district for staff improvement. Credit hours, calculated on the same basis as college quarter hours (that is, one hour credit for every ten hours of class time) are awarded for such inservice education activities. Certain of these credits, when approved, may be applied to the salary schedule.

Such inservice credit hours may be used, as follows: no more than eight (8) additional inservice hours per level at the MA + 30, MA + 60, and MA + 90 salary levels.

Any inservice hours to be used for salary purposes must have been earned in the preceding five (5) years.

In some cases, inservice education offers the option of inservice or college graduate credit.

X. Work Year

All administrators are to be on duty according to the work year indicated on the enclosed salary schedule. If any of the above personnel are required to work an additional period of time, they will be paid pro-rata based on their yearly salary. Such work must be approved in advance by the Superintendent.

ENGLEWOOD SCHOOLS

Administrators Salary Schedule

January 1 thru December 31, 1982

Level		Work Year (Days)	Step	200 Days	205 Days	210 Days	220 Days	230 Days
V	Executive Directors							
	Instruction	230						
	Business	230	3	37,850		39,743		43,528
	Personnel	230	2	37,050		38,903		42,608
	High School Principal	210	1	36,250		38,063		41,688
				2200				
IV	Directors I							
	Cust/Maint/Trans. Svcs.	220						
	Special Education	220	3	35,650	36,541		39,215	
	Pupil Services	220	2	34,850	35,721		38,335	
	Rsch/Devel/Evaluation	220	1	34,050	34,901		37,455	
	Middle School Principals	205						
				1550				
III	Elementary Principals	200	3	34,100				
			2	33,300				
			1	32,500				
				720				
II	High School Asst. Principals	205	3	33,380	34,215			
			2	32,580	33,395			
			1	31,780	32,575			
				520				
I	Director II		3	32,860	33,682			
	Food Services	205	2	32,060	32,862			
	Middle School Asst. Principals	205	1	31,260	32,042			

Based on performance, up to 2 additional increments may be added to the step 3 salary at the rate of $4.00 per day for each day in the work year for each increment.

3/10/82

Appendix F

HOW THE JOB TARGET EVALUATION SYSTEM WORKS

During the late spring or early summer, the superintendent and principal meet and jointly agree on the principal's job target(s) for the upcoming school year. The principal develops specific activities to accomplish the target.

Two formal evaluation conferences are held between the superintendent and principal during the year—mid-year and end of year. The principal's formal evaluation comes from the job target evaluation plus a supplemental letter of added comments about other aspects of job performance.

MANITOU SPRINGS SCHOOL DISTRICT 14
Manitou Springs, Colorado

PRINCIPAL'S EVALUATION–JOB TARGETS

_____ _____
Principal Year

_____ _____
Page

TARGET NO._____: _____

_____

_____

_____

CRITERIA FOR EVALUATION: _____

_____

_____

SPECIFIC ACTIVITIES TO ACCOMPLISH TARGET:

_____

_____

_____

_____

_____

_____

_____

EVALUATION SCALE:

MIDYEAR: _____
1 5 10

FINAL: _____
1 5 10

_____
Target approval/Signature of Superintendent

LEADERSHIP SUPERVISION AND PERFORMANCE APPRAISAL
CENTRAL OFFICE LEADERSHIP PERSONNEL

(Building leadership plan varies slightly. Fair process and appeal procedures are the same for all administrators)

Philosophy

If the goals of our school district are to be realized, it is essential that an effective, ongoing, and comprehensive program of performance appraisal be maintained. A good appraisal system, effectively administered, will contribute to the development of strong employee performance and will, therefore, invariably enhance the student-acquisition of those skills and attitudes needed by our young people.

Inherent within the being of every employee is the potential for continued growth and increased effectiveness. Administratively, steps must be taken to effectively facilitate the release of this potential.

Even as leadership personnel are called upon to effectively supervise and appraise the performance of those persons within their jurisdiction, so also the performance of leadership personnel must assume high priority. Major allocations of time, effort, and energy must be devoted to the appraisal of administrative performance.

Objectives of Appraisal

1. To improve instruction
2. To improve administrative performance by:
    a. assessing what has been accomplished and identifying what needs to be accomplished
    b. enhancing skill acquisition and improving task performance
3. To establish identifiable standards of performance
4. To provide for the mutual setting and assessment of goals by the appraisee and appraisor
5. To facilitate administrative decisions on retention, promotion, transfer, demotion, and termination.
6. To provide a basis on which to base performance pay

Fundamental Assumptions Underlining Performance Appraisal

1. The school district is committed to helping administrators be successful. This is the main objective of the performance appraisal system.
2. Performance appraisal needs to be as objective and reliable as professionally possible. Appraisal must be tied directly to performance.

3. The criteria upon which performance appraisal is based must be known in advance by both the appraisee and the appraisor.

4. Performance appraisal must be continuous and ongoing and not limited to times and procedures set up for formal evaluations only.

5. Performance appraisal represents a positive and mutual effort at improving performance. The appraisal shall be conducted in a fair and friendly manner. Every effort shall be made to understand the needs of the administrator and the district shall provide appropriate assistance when assistance is needed.

6. Improvement of performance will be dramatically enhanced if the appraisee is significantly involved in the entire appraisal process. An appraisal system should involve self-appraisal and should provide for systematic feedback from subordinates as well as superiors.

Due Process Considerations

1. All formal appraisal statements shall be in writing and the regular documentation of conferences, conversations and observations shall be encouraged. The administrator being evaluated shall have the opportunity to review the appraisal statement with the appraisor and both shall sign the dated appraisal statement.

2. When administrative performance is unacceptable, the appraisor shall (1) specifically identify areas needing improvement, (2) offer specific suggestions for improvement and (3) give adequate time for the administrator to show improvement.

3. If, in spite of good faith efforts by the administrator, the administrative performance remains unsatisfactory, the appraisee shall be given appropriate notice that dismissal or transfer is likely. All procedures shall be followed and all deadlines met in accordance with policies of the Board of Education.

4. The Superintendent shall establish channels for the appeal of unfavorable appraisals.

THE APPRAISAL PROCESS

Leadership personnel shall participate in appraisal activities each year. Two basic approaches will be utilized:

1. During each of the first three years in a leadership role and in alternate years thereafter, the following activities will take place:

   A. Establishment of a Management Plan (Yearly goal-setting activity)
   B. Client/Peer appraisal
   C. Self-appraisal
   D. Provision of a comprehensive review—formal written appraisal statement including:
      a) assessment on each of the major areas in the job description
      b) assessment of goal accomplishment

2. After the first three years, the administrator will participate in alternate years in the following activities:

   A. Management Plan (Yearly goal setting activity)
   B. Self-appraisal
   C. Provision by the immediate supervisor of a statement on goal accomplishment plus additional comments as appropriate and/or necessary.

MANAGEMENT PLAN

On a yearly basis the appraisee and the appraisor shall agree upon a management plan. The plan shall consist of several goals to be emphasized during the current year. These areas of emphasis shall reflect the mutual concerns of both the appraisor and the appraisee and shall be related to professional, department, and/or district improvement. They shall be relatively short-range in nature and under most circumstances reachable within a calendar year. Goals may be derived from:

1. Areas needing improvement as identified by the appraisor, as revealed by the client/peer appraisal, or as perceived by the individual.

2. Areas to be given special emphasis during a given year according to building level needs or district priorities.

3. Special skills or information needed by the administrator.

In all cases they shall be compatible with the long-range goals of the administrator as well as with departmental and district level goals.

In developing the management plan and in establishing objectives for the year, consideration shall be given to:

1. What the administrator plans to do.

2. How the administrator plans to do it, including the personnel, strategies and resources to be involved.

3. Skills and competencies required.

4. Outcomes expected.

5. Timeline for accomplishment.

6. Evidence of goal attainment.

CLIENT/PEER SURVEY

The administrator will systematically collect data about his/her administrative performance in order to assist in self-evaluation, to identify objectives and to establish a basis for future action.

In this endeavor the individual will utilize a variety of approaches in securing direct feedback from the staff served. Although much feedback occurs in an informal manner as the administrator interacts with clients, use of a formal instrument provides each with a specific vehicle for expression and offers the administrator a means for systematic compilation and analysis. Several instruments shall be made available for use or the individual may develop his/her own.

Survey data should be collected and used as appropriate. Such data provides a source for review and reflection as the appraisee and appraisor mutually identify objectives for the following year. In actual use, it is essential that the anonymity of the user be preserved and that clients be assured that the intent is to improve administrative service.

The administrator will compile the data and prepare an appropriate summary to be discussed with the appraisor on a timely basis.

SELF-APPRAISAL

On the basis of the feedback received and on the basis of the administrator's own perceptions, a self-appraisal statement will be prepared. This statement will direct attention to the following:

areas of perceived strengths

areas needing improvement

specific steps I can take to
strengthen my performance

COMPREHENSIVE REVIEW

Each of the first three years in a leadership position and approximately every other year thereafter, the administrator's performance will be assessed according to the major areas identified in the job description as well as in other areas as determined by the supervisor. The formal appraisal summary will include statements relative to the administrator's performance in each of the areas and when deficiencies are identified, specific suggestions for improvement will be included.

In order to expedite this process, specific expectations will be prepared for each of the major areas delineated in the job description. These statements shall serve to communicate the specific expectations of the district to the administrator. They are not intended to be all inclusive but rather to serve as guidelines in the performance of one's duties. In addition, they will serve as guides to the appraiser as data is collected and appraisal statements prepared.

THE APPRAISAL TEAM

Either the appraisee or the appraisor shall have the option of requesting that a third party participate on an appraisal team. Both shall mutually agree upon the individual selected.

TIMETABLE

The following timeline shall prevail unless mutually amended due to unusual circumstances:

Prior to January 1 – each administrator designated for appraisal reviews district expectations, past performance, results of client/peer survey, results of prior appraisal and areas of special emphasis, and tentatively identifies targets for school year.

Prior to February 1 – the appraisor and appraisee hold target setting conference and mutually agree upon the suitability of targets, methods of evaluation, and anticipated timeline.

Prior to February 15 – the appraisee submits the final plan in writing.

February to October – plan is carried out. Some interim conferences held as appropriate.

Prior to March 1 – if serious concerns exist regarding the appraisee's performance, and demotion or termination is considered, an appraisal conference will be held and appropriate notification given.

Prior to October 1 – appraisee collects feedback data and summarizes.

Prior to November – appraisal conference held. Goal attainment is assessed, client/peer survey data reviewed, appraisal statements provided. Possible targets for following year discussed.

Prior to January 1 – a copy of the completed appraisal form is forwarded to the Personnel Division.

Cycle repeats.

APPEAL PROCEDURE

If at any point during the appraisal process differences occur, the appraisor and the appraisee shall make a concerted effort toward constructive solutions in an atmosphere of mutual trust and respect.

In the event the differences cannot be resolved, however, the following procedure will be followed:

1. The complaint will be discussed with the immediate supervisor in an attempt to resolve conflict.

2. If resolution is not reached, the next higher level of supervision will be involved in a further attempt to resolve the differences.

3. If the administrator involved still feels that the problem has not been satisfactorily addressed, he/she may request a hearing with the Superintendent of Schools. The Superintendent shall submit in writing the final resolution to the conflict.

Appendix H

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Assignments and Transfers, Teachers

Specific employee placement, including building assignments, shall be the responsibility of the director of personnel; they shall be made as soon as practicable after the initial appointment.

In making such assignments, the director of personnel shall ensure that the best interests of the district are served, and that no employee is discriminated against on the basis of sex, race, creed, color, marital status, age, handicap, national origin, or membership or non-membership in any group or organization.

At no time shall a professional staff member be assigned to a position for which he does not qualify by virtue of academic preparation or certification.

Assignments may be changed whenever the best interests of the educational program will be served by such a change. Requests for transfers may be initiated by the teacher or by the building principal. Whenever a request for transfer is made, it is ethical and advisable for all parties concerned to discuss the merits of the request in an effort to arrive at a common understanding. However, the person wishing to be transferred to another building may make his request directly to the director of personnel.

When a request for transfer is made by a principal, the principal shall inform the teacher concerned before submitting the request to the director of personnel. He shall give the teacher specific reasons for the request, and shall send a written report of the conference to the executive director in charge of his grade level. The appropriate executive director shall refer the request, with his recommendation, to the director of personnel.

When a request for transfer is made by a teacher, length of satisfactory service in the Boulder Valley School District shall be recognized as an important factor relating to the request.

Nothing in this policy shall preclude the prerogative of the superintendent to transfer professional personnel in this district when the superintendent feels such a transfer is in the best interests of the school district. Such transfers need have no approval from any other professional staff member.

Transfers of Administrators

Administrators may request transfers. They may apply for positions declared vacant, and shall be required to follow the procedures established for filling such vacancies.

When it serves the best interests of the district, the superintendent of schools may approve requests for transfer or initiate transfer or reassignment, notwithstanding established procedures for filling vacancies. Such transfers and reassignments shall not be restricted to lateral transfers, but may be made at any level of responsibility, provided that the superintendent of schools has discussed the matter in advance with the individuals involved and with the Board of Education.

Adopted prior to 1969 (teachers); 2/10/77 (administrators)
Revised on the basis of practice: date of manual adoption

LEGAL REFS.: C.R.S. 22-32-126
C.R.S. 22-63-114
AGREEMENT REFS.: Teachers' agreement, Sections C, D
Principals' agreement
Boulder Valley Public Schools, Boulder, Colorado

Appendix I

ASSIGNMENT AND TRANSFER POLICY FOR ADMINISTRATORS AND SUPPORT PERSONNEL
Colorado Springs School District 11

Promotions and New Positions

A. All employees shall be eligible to apply for any promotion or new position or any other position which becomes vacant or otherwise available within the school district.

B. Vacancies may be filled by transfer of employees with a similar position. *(Lateral transfer). Vacancies or openings shall be posted by position for the attention of all employees. This notice of vacancy shall include:

   a. Qualifications and requirements for the position.
   b. Duties of the position.
   c. Salary and other benefits.
   d. Application procedures including the final date for submission of application forms.

C. District employees who apply for posted positions shall be given full and equal consideration along with all other candidates.

D. All vacancies and positions referred to in this section shall be filled on the basis of fitness, qualifications, and suitability for the specific vacancy or position. There shall be no discrimination in making of any such appointments by virtue of age, race, creed, religious belief, national origin, political affiliation, or sex.

For Temporary Positions

A. To complete a school year and/or district approved leaves of absence, these policies may be waived.

Transfers

Definition: For purposes of this section, the term transfer shall ordinarily mean the reassignment of an employee from one work location to another within the school district. A transfer shall not usually involve any change in level of responsibility or authority or range of duties.

A. Voluntary Transfer for Posted Vacancies

   1. Any employee may apply for a transfer to another work location.

   2. Requests for such transfer shall be made in writing to the Office of Personnel Services and shall include a statement of reasons for requesting the transfer.

   3. When an opening occurs, any employee requesting a transfer but not granted one will be given an explanation upon request no later than ten working days following the filling of posted position.

*Lateral transfer shall mean a transfer within the same title position and level, i.e., Elementary, Junior High School, Senior High School.

4. District employees who apply for voluntary transfer to any vacant or open position shall be given full and equal consideration along with all other candidates.

5. Should an employee upon request, receive a transfer to a position with less compensation than the employee is already earning, the employee will receive the compensation applicable to the position requested.

B. Involuntary Transfers

1. Notice of involuntary transfer should be given at least 30 calendar days prior to the effective date of the transfer.

2. The employee served such notice may request a conference with the superintendent or his authorized designee (or both) to discuss the transfer, and shall be granted such a conference no later than five work days after the request is received by the office of the superintendent or his authorized designee. The employee shall have the right to be accompanied and assisted by a representative of the employee's choice.

3. In the event an involuntary transfer occurs after July 1 of any given school year, and the transfer is to a position where the rate of remuneration is lower than the former assignment, the employee shall continue to be paid at the previous higher rate for the following school year. At the end of that school year, the employee will receive the compensation applicable to the position of involuntary transfer. Requests for transfer shall not be denied or involuntary transfer made as a result of discrimination by virtue of age, race, creed, color, religious belief, national origin, political affiliation, or sex.

Demotions for Administrative and Support Personnel Positions

Definitions

Demotion shall mean the reassignment of an employee to a position on a lower level of supervisory or administrative authority or rank, or from a position of supervisory or administrative level to a position which has no supervisory or administrative authority, or to a position with a reduction in the rate of remuneration.

Seniority of Position shall mean the total accumulation of administration or support personnel time held by a specific employee within the school district.

System Seniority shall mean the total accumulation of time during which any specific employee has been employed as a certificated employee of the school district, regardless of the position held.

A. Demotion – As a Result of the Elimination of a Position

1. An employee may be demoted if the specific position held by that individual is eliminated from the table of organization of the school district by the Board of Education when no equivalent position is available.

2. When an individual is subject to reassignment due to such cause, the superintendent shall attempt to assign the individual to a comparable administrative position for which that person is fit, qualified, and suitable.

   In the event that no such position exists, opportunities shall be made available for a retraining

program designed to qualify the individual for an administrative position at a comparable level in a different area of endeavor, or when the employee has held no other certificated position in the employee's teaching endorsement area and will retain system seniority.

3. If within a period of two calendar years, the position(s) previously eliminated should be reinstituted, such employee(s) as have been demoted shall be, with their consent, returned to their previous position(s) in direct conformity with their seniority of position. Whenever seniority of position is equal with two or more employees, system seniority qualifications and Board of Education affirmative action policy shall determine priority of return to the reinstituted position or positions.

B. Demotions As a Result of Reduction in the Number of Positions

1. An employee may be demoted if such action is the outcome of a decision of the Board of Education to reduce the number of such position(s) as are held by the employee to be demoted for reasons of economy, reduction in student population, consolidation and subsequent elimination of school buildings, or similar cause.

2. When a position is eliminated for such a cause, the employee(s) to be reassigned shall be determined on the basis of fitness, qualifications, and suitability for specific vacancies or positions. There shall be no discrimination in making any such assignments by virtue of age, race, creed, color, religious belief, national origin, political affiliation, sex, position seniority or district seniority.

3. In the case of any such reductions, the provisions of sections A-2 & A-3 regarding demotion procedures shall be applicable.

4. See A-4

5. Should any employee who has been demoted under the provisions of either section A or B regarding demotion procedures be returned to the same position held prior to demotion, the employee shall receive the same salary and benefits as that employee would be receiving had the employee been holding and rendering satisfactory service in that position during the full period of duration of the demotion.

C. Demotion – Because of Less-Than-Satisfactory Work Performance or Charge by an Outside Agency or Individual

1. The Board of Education may demote an employee if the competency or adequacy of the work performance of the employee has, after evaluation, been rated as less than satisfactory by the superintendent or any designee who has been properly certified and authorized to make such evaluations and ratings.

2. Any rating of the employee's professional work performance as being less than satisfactory shall be made according to the following procedures:

   a. The employee shall be served notice in writing by the superintendent or his authorized designee, that work performance of said employee has been duly evaluated and rated as being less than satisfactory. The written notice shall specify the deficiencies in work performance resulting in the rating, list such improvements in work performance necessary for a rating of satisfactory levels, and set a date (within three days following the delivery of the written notice) for a conference between the employee and the person or persons responsible for having made the rating.

b. At the indicated conference the reasons for the rating, the nature of the required improvements, plus any suggestions for effectuating such improvements shall be reviewed in detail with the employee. A time limit for correcting deficiencies and effectuating the improvements shall be set by the evaluator, preferably based upon mutual agreement with the employee. At the conference, the employee upon his request may be accompanied and assisted by a representative of his/her choice.

c. A supplementary evaluation and rating shall be made at the conclusion of the determined time limit and delivered in written form to the employee. If this supplementary rating indicates that the employee's work performance continues to be regarded as less than satisfactory, it shall further indicate whether steps to lead to a demotion of the employee are to be initiated.

3. A charge by the affected employee that the ratings and the recommendation of demotion are improper and unjustified professionally or that they are based upon discrimination shall be submitted to the superintendent within ten calendar days of receipt of the supplementary written evaluation. The superintendent shall arrange for a hearing on such charges no later than 15 calendar days following receipt of any such charges in writing. The hearing shall take place before the superintendent. The employee may be accompanied and assisted at any such hearing by legal counsel or by a representative of his/her choice (or both). Upon request of the employee, the hearing shall be conducted as a confidential proceeding.

   The superintendent shall, no later than five calendar days after the conclusion of the hearing, notify the employee in writing of his determination with respect to the employee's charges.